

TEACHING AUXILIARY VERBS *DO* AND *DOES* IN SIMPLE PRESENT TENSE TO THE SEVENTH GRADE STUDENTS THROUGH SUBSTITUTION DRILL

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Abstract

The objective of the research was intended to find out whether or not the use of substitution drill can develop students' ability in learning English structure of the seventh grade students of MTs. Muhammadiyah Al-Haq Palu in using Auxiliary Verbs *do* and *does* in simple present tense. This research employed pre-experimental design. The research population was the seventh grade students of MTs. Muhammadiyah Al-Haq Palu. The sample of this research was chosen through by using a cluster sampling. To collect the data of the research, the researcher used two kinds of instruments: observation and test (pre-test and post-test). The data were analyzed both descriptively and statistically, so that it is easy for readers to understand the result of this research. By applying 0.05 level of significance and 24 degree of freedom (df), the researcher found that t-test value (46.24) was higher than t-table value (1.711). It means that the alternative hypothesis (H_a) was accepted. The researcher concludes that the ability of the seventh grade students of MTs. Muhammadiyah Al-Haq Palu can be improved by applying substitution drill technique.

Keywords: Auxiliary Verbs; Simple Present Tense; Substitution Drill

INTRODUCTION

Language is one form of communication which shows an arbitrary vocal symbol in which people can communicate, interact, cooperate, and develop their idea to each other. The grammar of language is simply an orderly description of the people in a given society. Structure or grammar for Junior High School students is considered as a difficult part of English. The fact is that most of the students still lack of grammar mastery. The students of MTs. Muhammadiyah Al-Haq Palu often get confused and do not know how to use the correct grammar of English even though it is very important to help them to construct the correct sentences to be used in communication. If the students make incorrect sentences, it can make miscommunication each other. The teacher has to know the students' need in learning English.

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The researcher would like to focus her investigation on the area of structure in the use of simple present tense especially in using auxiliary verbs “*do* and *does*”. Swan (2005:76) states “Auxiliary in its using are used together with the other verbs in order to expresses particular grammatical”. Auxiliary verbs are used together with main verb to express tense, negative or interrogative sentences, and passive sentences. For example, *I am standing backyard of school* and *do you study English?*. At the first sentence, “*am*” is a helping verb because it is used with the word of “standing” as a main verb and it shows the sentence is present tense by seeing the auxiliary be (am) in this sentence. Then, “*do*” in the second sentence is auxiliary. It is interrogative sentence and it is also as ordinary verb. The researcher found out that many students of MTs. Muhammadiyah Al-Haq Palu have difficulties to express their sentences in written and spoken language in the form of simple present tense especially in using auxiliary *do* and *does*. They usually made mistakes in applying these auxiliaries in the sentences, such as *Mira don't like mangoes*. This sentence may be correct in communication because the meaning and the function are clear, but grammatically it is incorrect. The sentence must be *Mira doesn't like mangoes*. Moreover, the students must know the rule when they use the verb for the first person, the second person and the third person in singular and plural form. The rule of the tense does not exist in Indonesian language, therefore many students get problems on how to use this tense properly.

The researcher proposed the use of substitution drill as a technique in teaching simple present tense. Harmer (1987:62) states; “Substitution drill is a good technique for students’ comprehension as well as of their knowledge of individual grammatical items (such as personal pronoun, verbs, preposition, etc).” Substitution drill is a good technique to teach structure or grammar. This technique can train the students to substitute the verb, nouns or pronouns functioning as subject. In addition, the technique is useful to be used in teaching simple present tense because the students can practice to substitute subject that corresponds to its verb.

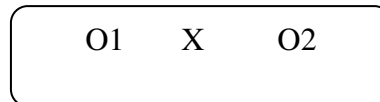
By finding some problems that faced by the students, the researcher formulated her research question form as follows “*Is the use of substitution drill effective in teaching auxiliary verbs do and does in simple present tense?*”. The objective of this research is to find out whether teaching of auxiliary verbs *do* and *does* in simple present tense through substitution drill is effective or not to find out the ability of the seventh grade students at MTs. Muhammadiyah Al-Haq Palu in using auxiliary verbs *do* and *does* in simple present tense.

METHODOLOGY

In this research, the researcher used pre-experimental research design. It means that there is only one class. It is the seventh grade students of MTs. Muhammadiyah Al-Haq Palu. The sample was given pre-test and post-test. Pre-test was administered before the treatment, and the post-test was administered after the treatment. The researcher conducted the research based on the research design proposed by Arikunto (2006:85) as follows:

Where:

O1 : pre-test
X : treatment
O2 : post-test



Every research has population as the object of the research. According to Creswell (2005:145), "Population is a group of individuals who have the same characteristic". The population of this research was the seven grade students of MTs. Muhammadiyah Al-Haq Palu. It consisted of 49 students.

The data of this research were analyzed descriptively and statistically. The results of the observation were analyzed descriptively and the test was analyzed statistically. The researcher computed the individual score of students by using Arikunto's formula (2006:240) as follows:

$$\sum : \frac{X}{N} \times 100$$

Where:

\sum : standard score
 X : obtained score
 N : maximum score

In order to compute the mean score of the students, the researcher used formula proposed by Best (1959:225) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M : mean
 X : score in a distribution
 \sum : sum of the score (total)
 N : number of students

In addition, the mean deviation computed using the formula proposed by Arikunto (2002:276) as follows:

$$Md : \frac{\sum d}{N}$$

Where:

Md : mean deviation
 $\sum d$: sum of deviation
 N : number of students

After that, the square deviation computed using the formula proposed by Arikunto (2006:308) as follows:

$$\sum X^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum X^2d$: sum of squared deviation
 $\sum d^2$: sum of deviation quadrant

In order to prove the significance between the mean of pre-test and post-test, the researcher computed them by using formula proposed by Arikunto (2006:307) as follows:

$$t : \frac{Md}{\sqrt{\frac{\sum X^2d}{N(N-1)}}}$$

Where :

t : value of t-counted
 Md : mean deviation
 $\sum X^2d$: sum of squared deviation
 N : number of students
 I : constant number

FINDINGS

The researcher conducted pre-test on Wednesday, March 19th 2014. It was intended to know the students' ability before treatment. The result is shown below.

Having noted the pre-test score, the researcher counted the mean score of the students by applying the mean scores and divided with the number of the students. The mean computation was as follow:

$$M : \frac{\sum X}{N}$$

$$M : \frac{684}{25}$$

$$M : 27.36 \quad (\text{mean score in pre-test})$$

Table 1. The Result of Pre-test

No	Name	Raw score		Total Score	Maximal Score	Standard Score
		Multiple Choice	Sub.test			
1	AFA	4	2	6	25	24
2	AGN	5	2	7	25	28
3	ALV	4	3	7	25	28
4	AMR	4	2	6	25	24
5	ARST	6	1	7	25	28
6	ANGR	3	2	5	25	20
7	ANDN	6	2	8	25	32
8	HNDR	5	0	5	25	20
9	IPN	5	2	7	25	28
10	LTF	8	3	11	25	44
11	MNH	3	2	5	25	20
12	ARM	3	3	6	25	24
13	BNTG	6	1	7	25	28
14	RND	7	1	8	25	32
15	STY	5	3	8	25	32
16	VGR	5	0	5	25	20
17	ZKR	3	4	7	25	28
18	DWI	6	2	8	25	32
19	PNT	4	2	6	25	24
20	APRL	4	1	5	25	20
21	AFN	4	4	8	25	32
22	RSK	4	2	6	25	24
23	AY	7	0	7	25	28
24	FRD	5	1	6	25	24
25	TRA	7	3	10	25	40
Total				171		684

Having noted the pre-test score, the researcher counted the mean score of the students by applying the mean scores and divided with the number of the students. The mean computation was as follow:

$$M : \frac{\sum X}{N}$$

$$M : \frac{684}{25}$$

$$M : 27.36 \quad (\text{mean score in pre-test})$$

After conducting treatment, the researcher administered post-test. The post-test was given in experimental class on Monday, April 28th 2014. It was given to know the students' ability after treatment. The result of the post-test was presented in the table 2.

After calculating the students' scores on the post-test, the researcher computed the mean score of the students' post test. The computation was the same as the pre-test one. The computation was as follow:

$$M : \frac{\sum X}{N}$$

$$M : \frac{2268}{25}$$

$$M : 90.72 \text{ (mean score in post-test)}$$

After computing the mean score, the researcher computed the square deviation by using formula in table 3:

The computation of the students' mean deviation was presented as the following:

$$Md : \frac{\sum d}{N}$$

$$Md : \frac{1584}{25}$$

$$Md : 63.36 \quad \text{(mean deviation)}$$

Table 2. The Result of Post-test

No	Name	Raw score		Total Score	Maximal Score	Standard Score
		Multiple Choice	Sub.test			
1	AFA	13	8	21	25	84
2	AGN	11	9	20	25	80
3	ALV	14	7	21	25	84
4	AMR	15	9	24	25	96
5	ARST	15	9	24	25	96
6	ANGR	14	8	22	25	88
7	ANDN	12	9	21	25	84
8	HNDR	15	7	22	25	88
9	IPN	14	8	22	25	88
10	LTF	15	10	25	25	100
11	MNH	15	9	24	25	96
12	ARM	13	8	21	25	84
13	BNTG	14	9	23	25	92
14	RND	15	7	22	25	88
15	STY	15	9	24	25	96
16	VGR	14	9	23	25	92
17	ZKR	13	8	21	25	84
18	DWI	15	8	23	25	92
19	PNT	15	10	25	25	100
20	APRL	14	8	22	25	88
21	AFN	15	9	24	25	96

22	RSK	14	9	23	25	92
23	AY	14	10	24	25	96
24	FRD	13	8	21	25	84
25	TRA	15	10	25	25	100
Total				567		2268

Having counted the mean deviation, the researcher then computed the square deviation as shown below:

$$\sum X^2d : \sum d^2 - \frac{(\sum d)^2}{N}$$

$$: 101504 - \frac{(1584)^2}{25}$$

$$: 101504 - \frac{2509056}{25}$$

$$: 101504 - 100362.24$$

$$: 1141.75 \quad (\text{square deviation})$$

Table 3. Deviation and Square Deviation

No	Name	Student score		Deviation X2 –X1	D ²
		Post(X2)	Pre(X1)		
1	AFA	84	24	60	3600
2	AGN	80	28	52	2704
3	ALV	84	28	56	3136
4	AMR	96	24	72	5184
5	ARST	96	28	68	4624
6	ANGR	88	20	68	4624
7	ANDN	84	32	52	2704
8	HNDR	88	20	68	4624
9	IPN	88	28	60	3600
10	LTF	100	44	56	3136
11	MNH	96	20	76	5776
12	ARM	84	24	60	3600
13	BNTG	92	28	64	4096
14	RND	88	32	56	3136
15	STY	96	32	64	4096
16	VGR	92	20	72	5184
17	ZKR	84	28	56	3136
18	DWI	92	32	60	3600
19	PNT	100	24	76	5776
20	APRL	88	20	68	4624
21	AFN	96	32	64	4096
22	RSK	92	24	68	4624
23	AY	96	28	68	4624
24	FRD	84	24	60	3600
25	TRA	100	40	60	3600

Total	2268	684	1584	101504
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Furthermore, the researcher needed to statistically analyze the data in order to know the significant between the pre-test and the post-test. The computation was as follows:

$$t : \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t : \frac{63.36}{\sqrt{\frac{1141.75}{25(25-1)}}}$$

$$t : \frac{63.36}{\sqrt{\frac{1141.75}{25(24)}}}$$

$$t : \frac{63.36}{\sqrt{\frac{1141.75}{600}}}$$

$$t : \frac{63.36}{\sqrt{1.90}}$$

$$t : \frac{63.36}{1.37}$$

$$t : 46.24$$

Finally, after the researcher analyzing the data, the researcher found the result of t-counted is 46.24.

DISCUSSION

According to the result of the analysis, it was found that the mean score result of the pre-test was lower than the mean score result of post-test. It can be seen in the result of individual score and the mean score of pre-test and post-test. In the pre-test, there were five students who got the lowest score and one student who got the highest score. In doing the pre-test, the students did not understand well about the use of auxiliary verbs *do* and *does* in simple present tense. The effect of applying the substitution drill in teaching auxiliary verbs *do* and *does* in simple present tense can develop the students' ability in learning English structure. The students have good abilities in learning simple present tense particularly auxiliary verbs *do* and *does*.

In this research, the researcher focused on the use of the auxiliary *do* and *does* in simple present tense. Furthermore, the scope of this research was about the use of auxiliary verb *do* and *does* in affirmative, negative, and interrogative. Based on the result of pre-test and post-test, the researcher found that the seventh grade students of MTs. Muhammadiyah Al-Haq Palu know about affirmative sentences more than negative and interrogative sentences. For more details, it can be seen in the table below:

Table 4. Results Percentage of the Test

Test Aspect	Pre-test (%)	Post-test (%)
Affirmative	48.4%	90%
Negative	36%	84%
Interrogative	40%	92%

Based on the data percentage, the researcher concludes that the right answer in the post-test was higher than the pre-test. The result of post-test was found after the researcher conducted the treatment. The result indicated that there is an improvement between the result of pre-test and post-test. The students felt easier to make sentences into affirmative, negative, and interrogative forms by using auxiliary verbs *do* and *does*.

This fact was based on the results of testing hypothesis, the result of the data analysis shows that the t-test was higher than t-table. Degree of freedom (df) of the table is $25 - 1 = 24$, in applying 0.05 level of significance and the value of t-table 1.711. It means that the research hypothesis teaching auxiliary verbs *do* and *does* in simple present tense to the seventh grade students of MTs. Muhammadiyah Al-Haq Palu through substitution drill was accepted. In other words, the use of substitution drill in teaching auxiliary verbs *do* and *does* in simple present tense can develop the ability of the students.

CONCLUSION AND SUGGESTIONS

After collecting and analyzing the data, the researcher draws conclusion of this research. The researcher concluded that the substitution drill technique is effective technique in teaching English structure. Applying substitution drill technique repeatedly can develop students' ability in learning English structure, particularly in learning simple present tense.

Related to the conclusion above, the researcher provided some suggestions for the improvement of teaching and learning the auxiliary verbs *do* and *does*. The suggestions are as

follow, the English teacher should apply interesting technique such as substitution drill or others when teaching auxiliary verbs *do* and *does* particularly and grammar as a whole that the students will not get bored when teaching and learning process. The students must be motivated to improve their knowledge in using auxiliary verbs *do* and *does* in sentences correctly. Since the researcher obtained that there were some students who had low motivation and interest in attending the class from meeting to meeting. Therefore, further research should be carried out to investigate effective way to enable low motivation and interest to improve their ability in applying *do* and *does* in English sentence appropriately.

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